# MTMEP Performance Report
# Summer Term
### June 1 through August 31, 2013

## Contact Information and Certification

Name and Legal Entity of Local Operating Agency Submitting Report:

_____

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_____

Address (Include Street, City, State, Zip Code and Email Address):

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List All Participating Districts:

_____

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_____

Name, Title, Telephone and Email Address of Person to be Contacted about Report:

_____

_____

_____

_____

**Deadline:**    **August 17. 2013**
            **Return to:**

                    **Angela Branz-Spall**
                    **Office of Public Instruction**
                    **Migrant Education Program**
                    **P.O. Box 202501**
                    **Helena, MT 59620**

                    **(406) 444-2423**
                    **angelab@mt.gov**

## 2.3.1      Population Data

### 2.3.1.1     Eligible Migrant Children

In the table below, enter the <u>unduplicated</u> number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, participated in your project for one or more days <u>during the performance period of September 1, 2012 through August 31, 2013</u>.  This figure includes all eligible migrant children who may or may not have participated in MEP services.  Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period.

| Age/Grade | Eligible Migrant Children |
|---|---|
| Age 3 through 5 (not Kindergarten) |  |
| K |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| Ungraded |  |
| Out-of-school |  |
| Total |  |

## <u>Do not include:</u>

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

### 2.3.1.1.1  Category 1 Child Count Increases/Decreases

In the space below, briefly explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

**Note:  Performance period = September 1, 2012 through August 31, 2013 – whole year.**

### 2.3.1.1.2  Birth through Two Child Count

In the table below, enter the unduplicated number of **eligible** migrant children from age birth through age 2 who, within 3 years of making a qualifying move, resided in your project area for one or more days during the performance period of September 1, 2012 through August 31, 2013.

| Age/Grade | Eligible Migrant Children |
|---|---|
| Age birth through 2 | |

### 2.3.1.2  Category 2 Child Count (Eligible Migrant Children <u>Served by the MEP</u> _<u>During the Summer/ Intersession Term</u>_)

In the table below, enter by age/grade the unduplicated project number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were **<u>served</u>** for one or more days in a MEP-funded project conducted either during the <u>summer term or during intersession periods</u> that occurred <u>within the performance period of September 1, 2012 through August 31, 2013</u>.  Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period.  Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

### <u>Do not include:</u>

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority)
- Children who received <u>only</u> referred services (non-MEP funded)

| Age/Grade | Eligible Migrant Children Served by the MEP During the Summer/Intersession Term |
|---|---|
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, briefly explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

| |
|---|
| |

### 2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP During the Summer/Intersession Term.

In the table below, enter the <u>unduplicated</u> statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred <u>within the performance period of September 1, 2012 through August 31, 2013</u>. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do <u>not</u> include:  Children who received <u>only</u> referred services (non-MEP funded).

| Age/Grade | Eligible Migrant Children Served by the MEP During the Summer/Intersession Term |
|---|---|
| Age Birth through 2 | |

### 2.3.2    Eligible Migrant Children

### 2.3.2.1    Priority for Services

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children who have been classified as having "Priority for Services."  This is the total number of children identified.

| Age/Grade | Priority for Services |
|---|---|
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

**FAQ on priority for services:**

*Who is classified as having "priority for service?"* Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, <u>and</u> whose education has been interrupted during the regular school year.

### 2.3.2.2 Limited English Proficient

In the table below, provide the underlined unduplicated number of **eligible** migrant children who are also limited English proficient (LEP).  Total number identified.

| Age/Grade | Limited English Proficient (LEP) |
|---|---|
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.2.3 Children with Disabilities (IDEA)

In the table below, provide the underlined unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*.  Total number of children identified.

| Age/Grade | Children with Disabilities (*IDEA*) |
|---|---|
| Age birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.2.4 Qualifying Arrival Date (QAD)

In the table below, provide the underlined number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2013 (i.e., QAD during the performance period).

**Note:  We are no longer listing QADs within 24 and 36 months for eligibility here.  However, all children who have moved within the last 3 years do become part of Category 1 and/or Category 2 counts.**

| Age/Grade | Qualifying Arrival Date During the Performance Period |
|---|---|
| Age birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.2.7    Referrals– During the Summer/ Intersession Term

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service.  Include children who received a referral only or who received both a referral and MEP-funded services.  <u>Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred.</u>

| Age/Grade | Referrals |
|---|---|
| Age birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.2.8.2 GED

In the table below, provide the total <u>unduplicated</u> number of **eligible** migrant students in your project who obtained a General Education Development (GED) Certificate.

| | |
|---|---|
| **Obtained a GED in your project during the performance period** | |

### 2.3.4      MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section with one difference.  The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

### 2.3.4.1      MEP Students Served During the Summer/ Intersession Term

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received MEP-funded instructional or support services during the summer/intersession term.  Do **not** count the number of times an individual child received a service intervention.

| Age/Grade | Served During the Summer/Intersession Term |
|---|---|
| Age Birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.4.2. Priority for Services – During the Summer/ Intersession Term

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the summer/intersession term.

| Age/Grade | Priority for Services During the Summer/Intersession Term |
|---|---|
| Age 3 through 5 | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.4.4    Instructional Service – During the Summer/ Intersession Term

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received <u>any</u> type of MEP-funded instructional service during the summer/intersession term.  Include children who received instructional services provided by <u>either a teacher or a paraprofessional</u>.  Children should be reported only once regardless of the frequency with which they received a service intervention.

| Age/Grade | Instructional Service During the Summer/Intersession Term |
|---|---|
| Age birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.4.4.1 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service.

| Age/Grade | Reading Instruction During the Summer/ Intersession Term | Mathematics Instruction During the Summer/ Intersession Term | High School Credit Accrual During the Summer/ Intersession Term |
|---|---|---|---|
| Age birth through 2 | | | |
| Age 3 through 5 (not Kindergarten) | | | |
| K | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| Ungraded | | | |
| Out-of-school | | | |
| Total | | | |

**FAQ on Types of Instructional Services:**
*What is "high school credit accrual"?* Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.4.4.2    Support Services with Breakout for Counseling Service– During the Summer/Intersession Term

In the table below, in the column titled **Support Services**, provide the <u>unduplicated</u> number of **participating** migrant children who received <u>any</u> MEP-funded support service during the summer/intersession term.  In the column titled **Counseling Service**, provide the <u>unduplicated</u> number of **participating** migrant children who received a counseling service during the summer/intersession term.  Children should be reported only once in each column regardless of the frequency with which they received a support service intervention.

| Age/Grade | Support Services During the Summer/Intersession Term | Breakout of Counseling Services During the Summer/Intersession Term |
|---|---|---|
| Age birth through 2 | | |
| Age 3 through 5 (not Kindergarten) | | |
| K | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| Ungraded | | |
| Out-of-school | | |
| Total | | |

## FAQs on Support Services:

*a.What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service. Chapter V, Q. A3 of the Non-Regulatory Guidance (NRG) states that State Education Agencies (SEAs) and Local Operating Agencies (LOAs) may use MEP funds to provide support services, which includes the provision of necessary educational supplies.

*b. What are counseling services*? These are services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal

and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members.  The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

### 2.3.5      MEP Participation – Performance Period

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services at any time during the performance period.  Do not count the number of times an individual child received a service intervention.

| Age/Grade | Served During the Performance Period |
|---|---|
| Age Birth through 2 | |
| Age 3 through 5 (not Kindergarten) | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| Ungraded | |
| Out-of-school | |
| Total | |

### 2.3.8.2    MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff <u>funded by the MEP</u>.  Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

| Job Classification | Regular School Year | Regular School Year | Summer/ Intersession Term | Summer/ Intersession Term |
|---|---|---|---|---|
| /////////////////////////////////////// | **Headcount** | **FTE** | **Headcount** | **FTE** |
| Teachers | | | | |
| Counselors | | | | |
| All paraprofessionals | | | | |
| Recruiters | | | | |
| Records transfer staff | | | | |
| Administrators | | | | |

Note: The Headcount value displayed represents the greatest <u>whole number</u> submitted in file specification N/X065 for the corresponding Job Classification.  For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

**FAQs on MEP staff:**
  a. *How is the FTE calculated?*  The FTE may be calculated using one of two methods:

  1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.

  2. Calculate the FTE using the number of days worked.  To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term.  (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.)  To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

  b. *Who is a teacher?*  A classroom instructor who is licensed and meets any other teaching requirements in the State.

  c. *Who is a counselor?*  A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

d.  *Who is a paraprofessional?*  An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)).  Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content.  Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

e.  *Who is a recruiter?*  A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

f.  *Who is a record transfer staffer?*  An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

g.  *Who is an administrator?*  A professional staff member, including the project director or regional director. The SEA MEP Director should <u>not</u> be included.

### 2.3.8.3    Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP.  Do not include staff employed in SWP where MEP funds were combined with those of other programs.

| Type of Professional funded by MEP /////////////////////////////////////// | Regular School Year Headcount | Regular School Year FTE | Summer/ Intersession Term Headcount | Summer/ Intersession Term FTE |
|---|---|---|---|---|
| Qualified Paraprofessionals | | | | |

**FAQs on qualified paraprofessionals:**
a. *How is the FTE calculated?*  The FTE may be calculated using one of two methods:
   1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked.  To do so, first define how many full-time days constitute one FTE in your State for each term.  (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.)  To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a qualified paraprofessional?*  A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of *ESEA*).